

Appendix to Faculty Senate Agenda, October 23, 2007

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Mass Communication **Date:** September 10, 2007

(This course could be cross-listed as a business course and as a physical education course to be taken by student-athletes)

Course No. or level 320 **Title** Broadcast Presentation Skills

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites Speech Communication 101 or permission of the department

Enrollment expectation 15-20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate: This course will be added to the list of optional courses for Mass Communication majors in the Broadcast Journalism track and in the Public Relations track.

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Maria Lundberg, Assistant Professor of Mass Communication

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall Semester 2008

Date of School/Department approval September 19, 2007

Catalog description:

Introduces students to the techniques involved in effective vocal delivery and on-camera presentation. Students practice the skills required to work as reporters, announcers, anchors, program hosts, spokespersons and other positions that require the individual to be on radio or television. A course for any student interested in broadcasting, mass communication, business, sports management, or sports communication.

Purpose: 1. For Whom (generally)?

The broadcast presentation skills course is primarily designed for students who wish to work in broadcasting, or in the field of mass communication. It would also benefit business majors and students who wish to pursue careers in sports management and sports communication. It would be very helpful for student-athletes who wish to be articulate and professional when being interviewed.

2. What should the course do for the student?

Students will learn, and put in practice, basic techniques and skills that will enable them to speak and behave in a professional, polished manner when appearing on radio or television, or while participating in a videoconference.

Teaching method planned:

This course is a combination of lecture, discussion and hands-on activities that teach techniques for an effective radio or television performance. Students will be required to complete weekly voice and on-camera assignments, in connection with the emphasis for that week. Some presentations will be videotaped and critiqued in class. Local radio and television professionals and businesspeople will be invited as guest speakers to share their experiences and insights with students.

Textbook and/or materials planned (including electronic/multimedia):

THE VIDEO PERFORMER, by Gary Dreibelbis (Allyn and Bacon) will be the primary textbook for this course. Additional resources include *ANNOUNCING* by Hausman, Benoit, Messere and O'Donnell (Wadsworth/Thomson), *THE ARTICULATE VOICE* by Lynn K. Wells (Pearson, Allyn and Bacon), and *BROADCAST ANNOUNCING WORKTEXT* by Stephenson, Reese and Beadle (Focal Press).

In addition, students will listen to radio announcers, and will watch videotapes of national and local on-air personalities to examine the techniques that make them effective broadcast communicators.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.

Include a syllabus for the course.)

The broadcasting industry is extremely competitive, requiring a mastery of many skills. For students who wish to pursue careers as reporters, anchors, radio announcers or other "on-air" positions, it is critical to present themselves in a polished, professional manner. For this reason, it is important to have a course that focuses on vocal delivery, diction and articulation, as well as on-camera presentation skills. This course will discuss various jobs and professions that expect the individual to have strong presentation skills. Depending upon the career goals of the students in the course, it will also address how these techniques can help businesspeople and sports managers to present themselves in the best light when appearing on radio or television.

Some of the topics covered in the course will include:

- How to practice: Breathing and preparation techniques
- Building credibility through your voice
- Clothing, makeup, hair – how appearance affects effectiveness
- Articulation, diction, pronunciation
- Correcting vocal problems
- The effect of body language on performance

- How to work with microphones and cameras
- Being interviewed
- Delivering news, weather and sports
- Polishing the performance

A sample syllabus is included with this proposal.

Course Syllabus – Fall Semester 2008 MCOM 320: Broadcast Presentation Skills

Professor: Mrs. Maria Lundberg
Office: CEMC 111E
Course Days: T TH
Prerequisites: None

Phone: 661-1532
E-mail: mlundberg@fmarion.edu

Required Text:

The Video Performer, 1st edition, by Gary Dreibelbis
Published by Allyn and Bacon, ISBN # 0-205-35865-9

Course Description:

This course is a combination of lectures, discussions and hands-on activities that will encompass the techniques involved in effective voice delivery and on-camera presentation. Student presentations and performances will be videotaped and critiqued in class. Guest speakers will share their insights and give recommendations based on their professional experience.

Course Objectives:

Students will gain a basic mastery of the techniques and skills required by reporters, radio and television announcers, news anchors, program hosts, spokespersons and other “on-air” talent.

Methods of Instruction:

This course requires participation in discussion and in-class activities. Students must complete weekly voice and on-camera assignments that will tie in with each week’s content emphasis. Because presentations will be videotaped in class, it is critical that you be present on those days. Guest speakers will share their insights and experiences throughout the semester. If scheduling permits, we will visit a local radio or television station.

Grading:

Grades will be determined as follows:

Projects and assignments	40%
Quizzes and tests	15%
Midterm exam	15%
Final exam	15%
Class participation/attendance	15%

Letter grades will be computed according to this scale:

A	90 and above	D	60-69
B	80-89	F	Below 60
C	70-79	I	Incomplete

Attendance Policy:

Students are expected to attend every class on time. You are allowed to have only **FOUR** absences (for a Tuesday-Thursday class) during the entire semester, regardless of the reason. If you exceed that number, you will be withdrawn from the course. Absences due to a medical emergency, such as hospitalization, will be considered on a case-by-case basis. However, written documentation must be provided to the professor. If you are absent, you are still responsible for doing all assigned work. Check Blackboard for assignments.

Course Work Policy:

This course simulates a realistic work environment, like a television station or production company. **Presentations and other assignments are due on time**, just as they are in the workplace. Late assignments will not be accepted unless the student can provide documentation showing that it is late due to illness or other serious circumstances. If missed, an exam may not be taken at another time without a legitimate written excuse. All assigned reading is to be completed before class begins. Quizzes may be given on reading assignments, with no advance notice. Take notes in class!

***** ALL STUDENTS MUST ENROLL IN THIS COURSE ON BLACKBOARD. THIS IS WHERE YOU WILL FIND ALL CLASS ASSIGNMENTS, ANNOUNCEMENTS AND OTHER INFORMATION PERTINENT TO THIS COURSE.**

Miscellaneous Information:

- Please turn off all cell phones and pagers before entering the classroom.
- No eating, drinking or chewing gum in class.
- Please do not leave the classroom once class has begun without permission of the professor.
- Arrive on time – attendance will be taken at the beginning of class.
- Plagiarism will not be tolerated. Any student who plagiarizes or cheats, in any form, is subject to automatic failure in this course.

Weekly Class Schedule –Broadcast Presentation Skills

Week 1	Introduction to Course Video Performance/Practice Techniques	Chapter 1
Week 2	Impact of the Screen on Performance Preparation; Working with a Script	Chapter 2
Week 3	Building Credibility on Air Clothing, Hair, Makeup, Jewelry	Chapter 3
Week 4	Vocal Aspects of Performance Articulation and Pronunciation	Chapter 4
Week 5	Correcting Vocal Problems Phrasing and Emphasis	Chapter 4

Week 6	Nonverbal Communication Eye Contact; Hand Gestures; Posture	Chapter 5
Week 7	In-Class exercises Presentations in class	
Week 8	Midterm Exam (Chapters 1-5) Go over midterm	
Week 9	Working as a Team Production Personnel	Chapter 6
Week 10	Working with Microphones Basic Camera Shots	Chapter 7
Week 11	Interview Programs Preparing for the Interview	Chapter 8
Week 12	Being Interviewed on Television Delivering the News, Weather and Sports	Chapter 9 Chapter 10
Week 13	Commercials and PSAs Voiceover work as a career	Chapter 11
Week 14	Finding Work as a Video Performer Agents and Consultants	Chapter 12
Week 15	Final exam	

**FRANCIS MARION UNIVERSITY
DESCRIPTION OF PROPOSED NEW COURSE**

Department/School: Mass Communication **Date:** August 28, 2007

Course No. or level: 455 **Title:** Media Ethics

Semester hours: 3 Clock hours: Lecture/Seminar: 3 Laboratory 0

Prerequisites: At least junior status or permission of the department

- Purpose:
1. For whom (generally?)
Mass Communication majors
 2. What should course do for the student?
Provide students knowledge of conventional ethical standards and practices as summarized by professional media ethics codes.

Enrollment expectation: 20

Indicate any course for which this course is a (an)

Modification: _____

substitute: _____

alternate: _____

Teaching method planned: Combination lecture and seminar

Textbook and/or materials planned (including electronic/multimedia):

Media Ethics: Issues & Cases, Fifth Edition, Phillip Patterson and Lee Wilkins, McGraw-Hill, Boston, 2005 (or latest edition). ISBN: 0 07 288259 X

DVD and video tape presentations of timely issues in Mass Communication

Examples from current events portrayed in the Mass Media

Additional readings as assigned

Recommended Text: *American Psychological Association Style Manual*, 5th edition

Name of person preparing course description: James D. Christian

Department Chairperson's Signature: _____

Dean's Signature: _____

Date of Implementation: Fall semester 2008

Date of School/Department approval: March 22, 2007

Catalog description: An examination of professional ethical standards associated with the field of Mass Communication. Various philosophical theories of ethical practices will be used to address issues involving race, gender, hatred, invasion of privacy, defamation, and intimidation.

Course Content: All communication encounters involve ethical issues. These issues are greatly magnified when Mass Communication is involved. Students entering the field need a strong foundation in ethical reasoning in order to recognize and avoid potential ethical problems.

Students will have an opportunity to read, write, and discuss a variety of philosophical theories of ethical practices, including non-Western approaches. This will form the basis for a critical examination of the responsibilities facing those working in Mass Communication.

Students will examine case studies and examples from current events for ethical problems and possible solutions. Ethical codes for the different areas of Mass Communication will be compared the philosophical theories and the actual practices encountered.

Rationale: In the rapidly evolving field of Mass Communication there is a trend to publish information as rapidly as possible. To speed the process, many of the traditional editorial safeguards have been removed. Convergence journalism is a particular concern, because a single journalist may be posting stories via a number of mediums without editorial supervision. Our students need a strong grounding in ethical decision making before they enter the workforce.

We recently met with members of our Professional Advisory Committee. We discussed our concerns and the proposed course with them. They agreed with our concerns and the need for the new course.

According to a recent article in *Journalism & Mass Communication Educator* adding this stand-alone ethics course would follow growing trend in journalism and mass communication programs. The article also reported the results of a research project in this area, suggesting that “a carefully designed media ethics course can affect students’ value systems and ideological outlooks.”¹

¹ Patrick Lee Plaisance. “An Assessment of Media Ethics Education: Course Content and the Values and Ethical Ideologies of Media Ethics Students.” *Journalism & Mass Communication Educator* 63, no. 4, Winter 2007, 391.

Media Ethics
MC 455 - Section XXXX
Fall 2008 Francis Marion University
Monday - Wednesday - Friday, 10:30 a.m. – 11:20 a.m.
Room

Instructor: James Christian
Office: Founders Hall 245
E-mail: jamesch@infoave.net
Phone: 843 661-1617 (Office) Cell: 803 463-3720 (Best Choice)

Office hours:	
Monday, Wednesday, and Friday	8:30 – 9:15 11:30 a. m. – 12:15 p.m. 2:30 p.m. – 3:30 p.m.
Other times	By appointment

Prerequisites: *MCOM 201 and at least Junior standing, or permission of department*

Textbook: *Media Ethics: Issues & Cases*, Sixth Edition, Phillip Patterson and Lee Wilkins, McGraw-Hill, Boston, 2005 (or latest edition). ISBN: 978-0-07-351189-4

Additional Materials and Resources: *The instructor may assign additional required readings. Due to copyright restrictions handouts will be distributed in class only. Students are responsible for all material in the assigned readings, whether they are discussed in class or not.*

Course Description: An examination of ethical responsibilities associated with the field of Mass Communication. Various philosophical theories of ethical practices will be used to address issues involving race, gender, hatred, invasion of privacy, defamation, and intimidation.

In the rapidly evolving field of Mass Communication there is a trend to publish information as rapidly as possible. To speed the process, many of the traditional editorial safeguards have been removed. Convergence journalism is a particular concern, because a single journalist may be posting stories via a number of mediums without editorial supervision. Students need a strong grounding in ethical decision making before they enter the workforce.

AMERICANS WITH DISABILITIES ACT: *The instructor will make every effort to accommodate students with disabilities as defined by the Americans with Disabilities Act. Please contact the Counseling and Testing Center if you will require accommodation.*

Grading Scale: Grades will be determined according to the following scale:

A	B+	B	C+	C	D	F
90 to 100	88 to 89	80 to 87	78 to 79	70 to 77	60 to 69	Below 60

Opportunities to Demonstrate Learning:

Quizzes	20%
Class participation	10%
Case study reaction papers	30%
Research paper	20%
Final Exam	20%

Quizzes: Twelve quizzes will be given during the semester. No makeup quizzes will be allowed. Quizzes will consist of five multiple-choice questions each.

Final Exam: The final examination will consist of 50 multiple-choice questions.

Reaction Papers: Ten one-page papers in reaction to case studies will be assigned.

Research Paper: One research papers will be assigned. The topic must be approved by the instructor.

Assignments: All assignments are due at the beginning of class. Electronic copies will not be accepted in class. Late assignments will only be accepted for full credit in cases of **documented emergencies**, and then only at the discretion of the instructor. Computer or printer related problems **do not** count as emergencies.

Assignments handed in late, but before the end of the class period, will have 10% of the score deducted. Assignments handed in after class, but before the end of the day they are due, will have 25% of the score deducted. Assignments handed in within 24 hours of the deadline will have 50% of the score deducted. Assignments more than 24 hours late will not be accepted.

Class Attendance Policy

From the Francis Marion University catalog:

“It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor.

Individual instructors may choose alternative requirements for attendance. It is the responsibility of the instructor to inform students, at the beginning of each course, of all attendance policies. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Attendance policies will be outlined in the class syllabus.

If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade. It is the responsibility of a student to make up work missed because of absence from announced tests and laboratory sessions. However, announced tests and laboratory sessions may be made up only at the discretion of the instructor.”

Attendance Policy of this Instructor: The instructor will apply the standard Francis Marion attendance policy.

Tardiness ~ Leaving Early: Any combination of being late and/or leaving early three times will count as one absence.

Dropping Courses:

From the Francis Marion University catalog:

“A student is expected to follow the course schedule for which he/she registers. However, prior to the completion of 33 percent of a course, a student may initiate withdrawal from a course and the grade recorded will be W. After the completion of 33 percent of a course and prior to completion of 85 percent of a course, a student may still initiate withdrawal from a course but the grade recorded will be F or W based on the academic average at the time of withdrawal. During the last 15 percent of a course, a student may not initiate withdrawal from a course. When a student initiates withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures in the proper order, and delivers the form to the Registrar’s Office.

***A faculty member may withdraw a student from his/her course for a violation of the stated attendance policy at any time during a semester.** Prior to the completion of 33 percent of a course, a faculty member may withdraw a student from a course for a violation of the stated attendance policy and the grade recorded will be W. After the completion of 33 percent of a course, a faculty member may still withdraw a student from a course for a violation of the stated attendance policy but the grade recorded will be F or W based on the academic average at the time of withdrawal. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the department chair or dean, and delivers the form to the Registrar’s Office.”*

Tentative Schedule: Following is the tentative schedule for this course. This means that some dates and/or assignments may change as we proceed, but this is the schedule we will use unless you are notified otherwise.

Week	Date	Topic	Reading
1		Introduction to course	Syllabus
		Ethical Decision Making	Chapter 1
2		Ethical Theories	
		Non-Western Ethical Theories	
		Applying Ethical Theories	
3		Information Ethics	Chapter 2
		Ethical Models	
		Constructing the News	
4		Ethical News Values	
		Case Studies	
		Advertising Ethics	Chapter 3
5		Theories of Persuasion	
		Examining the Message	
		Case Studies	
6		Loyalty and Professionalism	Chapter 4
		Decision Making Models	
		Applied Reasoning	
7		Case Studies	
		Public Relations	Chapter 5
		Ethical Messages	
8		Fall Break ~ No Class	
		Case Studies	

		Privacy	Chapter 6
9		Legal and Ethical Concerns	
		Case Studies	
		Mass Media and Democracy	Chapter 7
10		Media and Politics	
		Case Studies	
		Media Economics	Chapter 8
11		Media Consolidation	
		Case Studies	

Week	Date	Topic	Reading
		Visual Communication	Chapter 9
12		Manipulation	
		Case Studies	
		New Media	Chapter 10
13		Legal Issues	
		Case Studies	
		Art and Entertainment	Chapter 11
14		Cop TV	
		Case Studies	
		Holiday ~ No Class	
15		Art and Entertainment	Chapter 11
		Case Studies	
		Moral Development	Chapter 12
16		The Ethics of Care	
		Reading Day	-----
	Date	Final Exam	Time

Francis Marion University Department of Mass Communication

Honor Code

Adapted with permission from the Medill School of Journalism, Northwestern University

Preamble

Journalism is more than another honorable profession. As practiced in its finest expression, it is a public trust. The journalist, an active agent in maintaining the democratic governing process, merits and retains that trust by serving the public honorably. Those aspiring to be a journalist risk betraying this trust by acting dishonorably.

Shared Values

The university and journalism communities share deeply rooted ideals and common values. Each holds personal and professional integrity to be essential attributes of membership in its community. As a journalism student, you are now a member of the larger community of scholarship and a prospective member of the professional community. Disciplining yourself to do what is right now will advance the prospect that you will contribute honorably to the profession in the future.

Perspectives

In a pluralistic environment, mass communication students are expected to abide by our department's policy of academic integrity, by the profession's ethical standards and by a student code of conduct that embrace the highest standards of personal integrity. Such compliance represents a social contract with the department that rests on the conviction that academic, professional and personal integrity of each individual member strengthens and improves the quality of life for the entire community, both now and in the future.

Academic Integrity

The widely recognized Center for Academic Integrity at Duke University has identified, and the Department of Mass Communication has endorsed, five fundamental values of academic integrity. They are:

- 1) Honesty
- 2) Trust
- 3) Fairness
- 4) Respect
- 5) Responsibility

These fundamental values have won wide acceptance and have been adopted by universities across the country.

Professional ethical standards

Virtually all media ethics codes have as an ultimate objective the maintenance of credibility. Credibility begins with a journalist's honest pursuit of the truth within the framework of fairness, respect and responsibility that results in a trust by the public. While individual wording differs, most media codes are consistent with the principles embraced and adopted by the Society of Professional Journalists in 1996. The SPJ code can be summarized this way:

*It is the responsibility of the journalist, acting independently (developing **trust**), to seek and report the truth (**honestly and fairly**) while minimizing harm (according **respect**) and being accountable to the public (demonstrating and accepting **responsibility**).*

Code of Conduct

Journalism students have a responsibility to demonstrate high standards of personal integrity. This includes obeying federal, state and local laws, including showing respect for other people's rights and property. Mutual respect should be observable at all times; particularly in the classroom. Furthermore, journalism students must refrain from committing any of the prohibited actions enumerated in the University's "Code of Conduct" as written in the Student Handbook.

Conduct Forbidden

Journalism is non-fiction communication. Nothing should be fabricated by a journalist or a student of journalism. Journalists are obligated to collect accurate information and present it fairly. With few exceptions, the source of presented information should be clearly identified. This mission is inconsistent with any of the following examples of academic dishonesty, all of which are strictly forbidden.

- 1) **FABRICATION** – Fabrication consists of:
 - (a) the intentional falsification or invention of information, data, quotations, or sources in an academic exercise or in a journalistic presentation;
 - (b) mis-attributing information or presenting information in an assignment that was not gathered in accordance with the course syllabus, course outline or professor's instructions.
- 2) **PLAGIARISM** – Plagiarism consists of:
 - (a) intentionally or knowingly representing the words or ideas of another person as your own.
 - (b) intentional failure to attribute language or ideas to their original source, in the manner required by the academic discipline (such as by quotation marks, attribution in the text, and footnote citation in an academic exercise) or in the manner required by journalism practice (such as by quotation marks and attribution in a journalistic presentation.)
 - (c) submitting work as your own but done by a fellow student, a previous student, a commercial or non-commercial enterprise, including web sites.
- 3) **CHEATING** – Cheating consists of:
 - (a) using unauthorized notes, study aids or other materials or information during an examination or for the preparation of other graded work;
 - (b) altering and resubmitting work previously submitted and graded or submitting identical or substantially identical work for credit in more than one course without prior permission from the instructor(s)

Cheating may occur on an examination, test, quiz, journalistic assignment or any other work submitted by a student to fulfill course requirements and presented as solely the work of the student.
- 4) **UNFAIR ADVANTAGE** – A student obtains an unfair advantage by:
 - (a) stealing, reproducing, circulating or otherwise gaining access to examination material prior to the time authorized by the instructor;
 - (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of the use of the materials;
 - (c) collaborating with others on an academic or journalistic assignment in a manner not permitted by the instructor;

- (d) intentionally obstructing or interfering with another student's effort to complete an academic or journalistic exercise;
 - (e) using a substitute to take an examination; or
 - (f) undertaking any other activity intended to create an unfair advantage over other students in meeting course assignments and requirements;
 - (g) the unauthorized use of computer accounts, alteration of passwords, violation of library procedures or other intentional misuse or destruction of educational materials.
- 5) AIDING AND ABETTING – Aiding and abetting academic dishonesty consists of:
- (a) knowingly providing material or information to another person who will use it in violation or circumvention of these academic integrity standards;
 - (b) testifying falsely at any proceeding regarding academic integrity;
 - (c) knowingly failing to report any incident of academic dishonesty of which the student has actual knowledge.
- 6) FALSIFICATION OF RECORDS – Falsification of records consists of:;
- (a) altering, fabricating, falsifying or forging all or any part of a department or university record for the purpose of gaining an academic advantage;
 - (b) obtaining an exemption from academic requirements or misrepresenting one's academic record;
 - (c) signing or otherwise registering another person's name to an assignment, project or class attendance sheet.